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Team teaching attempts to spread teacher competence to as many children as possible, to insure more effective teaching through a variety of methods of grouping, and to utilize interests and talents of each teacher to the fullest extent.

Organizational patterns should vary from school to school, according to the needs and interests of that school. The members of the team include: the principal, who exercises the leadership role in initiating, stimulating, supporting, and evaluating the program; the senior teacher, who functions as a leader coordinator, a resource person, and a teacher; the team members who share common concerns and practices to provide better learning opportunities for all the children and assume responsibilities outlined by the teacher; and the resource staff who supplements and enriches efforts by assisting with materials in their field (art, library, music, and physical education). Parents should be acquainted with the various aspects of team teaching principles and organization.

Planning should be done by the senior teacher, in cooperation with the principal and the team members. A certain amount of recordkeeping is necessary, and evaluations of the program made to determine effectiveness.

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DEPARTMENT OF EDUCATION
Three East Twenty-fifth Street
Baltimore -18, Maryland

July 19, 1963

Dear Colleagues:

During the 1962-63 school year members of the professional staff who were engaged in an experimental program in team teaching in the elementary schools found it helpful to share and compare their experiences in this type of cooperative organization and instruction. They became convinced that a written compilation and an analysis of such experiences and findings not only would serve to clarify and extend their own insights, but also would be particularly useful in guiding schools and staff members attempting the cooperative approach to a good instructional program. Consequently they set themselves the goal of preparing a "Handbook on Team Teaching in the Elementary School."

This bulletin represents the fulfillment of that objective. Coming as it has from the accumulated knowledge of the group, it represents the point of view of the principal, the senior teacher, the team teaching member, and the administrative and supervisory central staff. Deep appreciation is expressed to all those who participated directly or indirectly in the preparation of this handbook. It is commended to you for your fuller understanding of team teaching as it has been developed through exploratory practice in the Baltimore City Elementary Schools.

Sincerely yours,

Mary A. Adams
Assistant Superintendent
Elementary Education

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FOREWORD

Educators throughout the nation have studied and developed plans for school staffing and organization to improve the quality of instruction. One of these plans, team teaching, is an attempt to spread teacher competence to the greatest possible number of children, to insure more effective teaching through a variety of methods of grouping, and to utilize interests and talents of each teacher to the fullest extent.

Team teaching, as organized in designated elementary schools in Baltimore City, comprises a senior teacher having no specific class assignment and a group of teachers working together in a cooperative relationship for an improved instructional program. The teachers who are members of each team may be of varying degrees of professional preparation, experience and competence and may include provisional teachers, probationary and elected teachers. Administrative, supervisory, and resource personnel maintain close and consistent contact with the team.

In 1959, five schools in Baltimore City were selected to participate in this type of staffing organization. Each school develcped a plan for team teaching which was appropriate to the particular situation in terms of staff, pupil population, and plant facilities. The cooperation and support of parents was enlisted in each school. Continuous evaluation of the effectiveness of team teaching has resulted in modifications by individual schools and extension to involve more personnel and more schools.

PURPOSES

The purposes of team teaching are to

- find ways of giving all children involved in the program access to excellent teaching-learning situations through
  - individual instruction
  - small group instruction
  - large group instruction
- provide opportunities for the teachers on the team by leading them to become
  - more deeply aware of the needs of pupils and better able to meet these needs
  - acquainted with new and appropriate instructional materials and ways to use them
  - more skillful in teaching, planning, and evaluating pupil growth
  - more positive in their attitudes toward teaching
- recognize and utilize the special abilities and interests of teachers
- foster desirable relationships with parents by helping them develop a better understanding of the school program
- stimulate a desire on the part of the total school staff to improve the instructional program
- insure enrichment activities for children

GUIDING PRINCIPLES

We believe that team teaching should

- be in keeping with the philosophy of the instructional program for children entitled "What We Believe" in A Guide to Elementary Education, Baltimore Public Schools
- consider the goals, purposes and needs of pupils in determining the types of grouping and the nature of the instructional program
- provide a greater variety of enrichment experiences
- foster desirable inter-personal relationships
- promote the professional growth of team members
- recognize the creativity and competence of team teachers in developing a balanced instructional program
- guide teachers toward the most effective use of all available resources
- make provision for continuous evaluation based upon observation and careful record keeping

RELATIONSHIPS IN THE TEAM TEACHING PROGRAM

ORGANIZATION

The organization of the team teaching program in any school should be developed in consideration of the needs, interests, and abilities of the teachers so that profitable educational experiences for children will be the outcome.

Organizational patterns should, therefore, vary from school to school. In determining a particular kind of plan, the principal of the school, and the area director, and, when possible, the senior teacher, should formulate the basic guidelines. Grades or levels, number of classes to be involved and teachers' experience help to determine variations of the plan.

RELATIONSHIPS

The term "team teaching" implies unity of purpose and coordination of efforts, developed through good working relationships among everyone involved in the project - principal, senior teacher, team teachers, pupils, total faculty, parents, resource personnel and administrative and supervisory personnel.

Each group contributes to the success of the program.

The Principal

The principal exercises the leadership role in initiating, stimulating, supporting and evaluating the program by:

- inviting teachers to participate in the project
- planning for the orientation of the senior teacher and the team teachers
- assisting in the selection of the classes for the team
- initiating the project with the faculty
- interpreting the project to the children
- assisting the team teachers in setting up flexible schedules for classroom activities
- coordinating school-wide activities into a schedule that enables all of the children to profit
- arranging for wise use of school facilities
- facilitating interaction of the team with the total school

- assisting in the planning of effective classroom activities to use the special talents and abilities of the team teachers

- keeping lines of communication open between the team teachers and other members of the faculty

- coordinating the services of the resource teachers in the special areas and the team classes so that the activities are an integral part of the total instructional program

- informing the parents of the progress of the project through meetings, letters, and/or bulletins

- planning meetings and observations to acquaint parents with the team project

- keeping teachers fully informed of new materials

- encouraging continuous evaluation of the team project

- developing a follow-up program for the children in the program

- promoting active participation of the Administrative and Supervisory staff in all aspects of the program

The Senior Teacher

The senior teacher should function as

- a leader, who shares with the principal, the responsibility for the effectiveness and progress of the team

- a coordinator who

  - utilizes the unique skills of each team member in developing a good instructional program

  - promotes cooperative planning

  - guides team members toward greater creativity

  - plans with team members for professional opportunities - demonstrations, meetings, conferences

  - helps to identify points of emphasis and needs in curriculum areas

  - confers with the principal regularly

- a resource person who
  - aids in locating, securing, explaining and interpreting appropriate instructional materials
  - aids in planning and conducting additional educational experiences such as trips, and visits by lay experts
  - aids in developing programs of instruction to meet specific needs of learners
- a teacher who
  - employs his skills in order to introduce new approaches, and new content and materials through more effective procedures and techniques
  - demonstrates procedures for less experienced teachers on the team
  - instructs small or large groups of children
  - shares the teaching responsibility with the classroom teacher for one lesson, a series of lessons, or a unit

The Team Members

Teachers involved in the team teaching program work cooperatively with the senior teacher. The goals of the program should be developed and interpreted by the group as they plan for specific teaching areas, procedures, and needs, their own and those of the children.

Team members should have an understanding of the unique nature of team teaching: the opportunity and responsibility for working, at some time, with all of the children on the team, or a major portion of them, and most of the time with their individual classes.

- To contribute effectively, then, team members should
  - contribute individual skills and talents
  - share common concerns, and practices, to provide better learning opportunities for children
  - assume individual responsibility for sharing in the functions outlined for the Senior Teacher

The Resource Staff

Members of the Resource Staff who serve a particular school may be involved in supplementing and enriching the efforts of the team.

In their special fields, art, library, music and physical education, resource staff personnel should

- assist team members in planning for special, related projects
- locate, or provide, working materials to help the team leader
- work with team members by demonstrating or assisting in carrying out specific types of lessons with children

Administrative and Supervisory Personnel

Administrative and Supervisory Personnel function as consultants to principals and senior teachers in furthering the progress of the project.

Administrative personnel may be identified with

- organizational plans
- selection of senior teacher and team teachers
- evaluation of program

Supervisory personnel may be identified as resources who

- suggest new and appropriate materials and procedures
- work with team members to help develop evaluative criteria and practices
- interpret educational philosophy and new developments in the instructional field
- work cooperatively with the principal and the senior teacher in guiding new teachers in their professional development

Parents

Parents should be acquainted with the various aspects of team teaching principles and organization.

Opportunities to visit classrooms, presentation of programs through PTA meetings, special bulletin boards, utilization of parent assistance in trips and as resources in fields of special skill may be developed in order to strengthen parental participation in the program.

Communication between everyone concerned with the program is carried on through

- conferences
- bulletins
- faculty meetings
- PTA meetings
- reporting to parents
- any other avenues that particular schools may devise

OPERATION OF THE TEAM TEACHING PROGRAM

PLANNING AND SCHEDULING

Planning for the education of children in the team teaching situation should be a group enterprise involving all teachers concerned. Once the senior teacher has guided the team teachers to plan cooperatively a broad and flexible general program, each teacher should assume full responsibility for his own planning. Planning is a personal creative task; therefore, the form in which a plan is written will vary in accordance with the needs of the individual teacher formulating and using it.

PLANNING BY THE SENIOR TEACHER

Within the team situation, flexibility in programming and scheduling is paramount because of the varying degrees of ability, interests and needs existing in each school. The complexity of each situation means that the senior teacher will need to look at all classes in the team structure, view each child as an individual, identify common interests and needs and seek to meet them through the kinds of grouping that will cross class and grade organizations.

Helping teachers to plan for the effective use of the great multiplicity and variety of resources available in the school is a major responsibility of the senior teacher. Such resources include:

- audio-visual instructional materials
- resource units for the various curriculum areas
- guides and releases from the Department of Education
- professional texts and periodicals
- physical plant resources

gymnasium	cafeteria	resource room
library	playground	auditorium

Resource teachers in art, music, physical education and library offer valuable service to the team members, especially so if they are included in the initial planning of experience.

PLANNING BY THE SENIOR TEACHER AND THE PRINCIPAL

While programming and scheduling for the team is the function of the senior teacher, it is important that he confer with the principal regarding the over-all school organization. As coordinator of the school, the principal can be an immediate source of help to the senior teacher as he identifies the strengths, limitations and needs of all the teachers and children who are associated with the team teaching situation. Also, the senior teacher will need some direction in planning harmoniously within the framework and routines of the school and in the use of those school facilities that are available.

PLANNING BY THE SENIOR TEACHER AND THE TEAM MEMBERS

The major function of the senior teacher is to help each teacher become the best teacher possible. In achieving this purpose it is important that the senior teacher know each member of the team as an individual, including his strengths and limitations. This understanding will serve as a basis for the utilization of competencies and talents of team teachers. For example, a teacher who displays ability in the area of art might serve as a resource for the guidance of other members of the team; however, it is important that he does not assume full responsibility for the teaching of this area.

When the group is first formed, regularly scheduled meetings of the total team are necessary for setting up a common philosophy regarding all aspects of planning. For example, the team members will need to establish a commonality of thinking with respect to the essential elements of planning. Also, total cooperative group thinking is necessary in planning experiences that will involve children throughout all of the classes.

In order to achieve depth in planning, it is necessary that sufficient time be allocated for planning conferences. These planning conferences may be held before or after school hours or during any available time within the school day. Schools operating on a part-time basis may use pre-class or post-class instruction periods as planning sessions.

Some of the purposes to be achieved through planning and conferencing might include:

- consideration of needs and interests of both teachers and pupils
- utilization of effective techniques for instruction
- procurement of essential supplies
- consideration of classroom procedures and routines
- evaluation in the light of the teacher's educational viewpoint

In addition to planning with the total team, the senior teacher often meets with small sections or individual members of the team, as the need for planning and conferencing arises. It is also possible for groups of teachers to plan among themselves as a result of the extended basis of communication developed through the team planning.

As the year progresses the number and frequency of meetings will be adjusted according to the needs of the group. All members of the team will need to be cognizant of the fact that pupil involvement in planning holds exactly the same importance in a team teaching organization as in any classroom situation.

GROUPING

PURPOSES

Team teaching is a way of providing greater flexibility in grouping. The purposes for team grouping must be clearly defined by both teacher and children. Goals should be set up before grouping takes place.

Children may be grouped in a variety of ways depending upon their needs, interests and abilities. As a basis for grouping, it is necessary to study the ages, abilities, maturity, and experiences of the children involved.

The purposes will also determine the grouping. Some groups may be organized to enrich the curriculum. Interest groups and remedial groups will also serve to provide for individual differences of children. Groups may be designed to teach a needed skill or to introduce a new phase of the curriculum.

The physical facilities of the building will affect the kinds of grouping that might be carried on. Schools with multi-purpose rooms, auditoriums, cafeterias, or gymnasiums may plan for large group activities that are not feasible in schools without these facilities. Extra rooms, coatrooms, and large areas in the classroom provide added space that can be considered in grouping.

ACTIVITIES

The organization of team teaching lends itself to many activities for both children and teachers. These include:

- Activities growing out of curriculum needs:
  - Written communication
  - Skills in reading and mathematics
  - Field Trips
  - Science
  - Social Studies
  - Music and art appreciation
- Special activities based upon the talents and interests of the teachers and the interests and needs of the children.

  Book Clubs
  Glee Club
  Art Projects
  Square Dancing
  Junior Red Cross Activities
  Dramatics

Puppetry
Rhythm Instrument Groups
Travel Club
Physical Education Activities
Poetry groups
School Newspaper
Library work
Hobbies

RECORD KEEPING

In order to plan the most profitable program for team members, it is essential to have available records that indicate the kinds of service or experience provided for both individual members and the total team. As the type of service or program is determined largely by the potential or needs of team members, the kinds of record keeping would vary accordingly. The scope of the record keeping would extend through all curriculum areas in which help has been given. Records kept by individual members will vary in proportion to the abilities of the team personnel.

Brief and clearly kept records, in which points of emphasis can be readily identified, are preferable so that a minimum of time of both senior teacher and individual team member is consumed in record keeping.

TYPES OF RECORD KEEPING

Record Keeping by Senior Teacher

.. Daily Log of Activities

The senior teacher's daily log should show a distribution of time as allotted to each of the activities scheduled in her weekly program. There are various ways of keeping a log. Each senior teacher should feel free to keep the log in the way that is most helpful.

.. Activities with Individual Team Members

In addition to the daily log, it is necessary to keep records that will show the kinds of assistance given to each team member.

.. Conference Notes

Conference notes, although brief, should record the date of the conference, the names of those attending, the purpose or general topic including the points of emphasis as developed in the conference. At times a conference with the full team may be the most satisfactory way to develop a program. Planning and evaluating a grade activity program would no doubt require a conference with

part of the team. Conferences with individual members are the most profitable way of assisting with particular problems. There are times when a senior teacher and principal meet to evaluate and discuss the most effective and economical way of meeting the needs of the team and/or individual members.

.. Activities with Groups of Pupils

The senior teacher's records should include notes on her activities with groups of children, individual children and other school activities.

Record Keeping by Team Members

Each team member should be encouraged and assisted by the senior teacher in keeping records that would enable the member to develop independence in planning and evaluating a balanced and sequential instructional program. Included in this record keeping would be a plan book, conference notes and evidences of pupil progress.

All teachers should make plans independently. In the early part of the school year some team member may be able to plan only day by day. Other members of the team may be capable of planning on either a weekly basis or for a longer period. The sequence, continuity and depth of planning will depend upon the professional background and experience of individual members.

.. Conference notes may be those pertaining to:

team meetings
individual conferences
observations of demonstrations
conferences with resource personnel
parent-teacher conferences

For a study of and guidance in developing pupils' records, team members should be helped to use the Baltimore Public School Publication, "RECORD KEEPING," March, 1961.

EVALUATION

WHY EVALUATE?

An evaluation of team teaching needs to be made from three points of view - the advantages which accrue to pupils, teachers, and staff organization. A determination should be made of the degree to which the team approach is directly responsible for upgrading program quality for students. Consideration, likewise, must be given to an evaluation of the degree to which teacher competence is enhanced by involvement in team activities. In addition, it must be decided whether a Teaching Team included in the framework of a school's organization makes for better utilization of staff personnel and resources.

WHAT SHOULD BE EVALUATED?

Since one basic purpose for establishing teaching teams is to improve the instructional program in the elementary school, evaluation should consider:

- quality of children's learning experiences
- variety of instructional materials and activities utilized
- use of services of resource teachers
- effective grouping to provide opportunities for enrichment and remedial instruction for individuals, small groups or entire classes

The growth of individual teachers is another aspect of the program which should be evaluated. This might include:

- the effect of close guidance by the senior teacher on individual teachers' competencies
- the utilization of talents and special abilities on the team
- the development of the group process through cooperative planning by the team
- the development of increased understanding of a well balanced instructional program
- the development of healthy attitudes for teaching as a profession on the part of the teachers

Desirable relationships between the senior teacher, members of the team, and the total faculty are essential for a successful program. These relationships must, of necessity, be evaluated.

The growth of the senior teacher, as coordinator of the team, needs evaluation also. In his activities he will have many opportunities to grow in:

- leadership ability
- skills in group process
- broadening understanding of boys and girls at different grade levels, different abilities, and with varied experiential backgrounds
- ability to coordinate relationships with parents
- professional knowledge and understanding

WHO SHOULD EVALUATE?

All persons concerned with the team teaching situation should be involved in the evaluation of the project. Such evaluation may evolve through many combinations of personnel, such as:

- individual teacher with senior teacher
- senior teacher with team
- principal with senior teacher
- principal with senior teacher and team
- principal with individual team members
- resource teachers with senior teacher and/or team
- individual teacher with pupils
- senior teacher with pupils
- senior teacher with parents
- supervisor with principal
- supervisor with senior teacher
- supervisor with individual teachers
- supervisor with team
- area director with principals and senior teachers

The resourcefulness of the team members will determine the productivity and effectiveness of any evaluative procedure used.

HOW SHOULD WE EVALUATE?

In determining the value of teaching procedures, changes in personality growth, extent of pupil adjustment and pupil achievement, flexibility of school organization, progress in communication, and stimulation of pupil and staff growth, it is important to consider and use many methods of evaluation. All methods used must be based upon the objectives developed by each school team for its own operation of the school project in team teaching. Methods of evaluation should point up the advantages, problems, weaknesses, and unanswered questions in each school.

Most of the objectives are difficult or impossible to measure by formal testing procedures. Standardized tests may be used to measure intelligence, growth in scholastic achievement or special aptitudes. Other methods of evaluation might include observations of teachers and pupils at work in a variety of situations, records, diaries and logs of group and individual work, check lists and rating scales, teacher made tests, case studies of individuals.

Selecting an appropriate measure requires first a consideration of what is to be measured and evaluated. After the objective or objectives have been chosen, evidence to support the evaluation must be obtained. A third step involves interpretation of the evidence, and the final step necessitates the communication of the results to all concerned.

Administrators, senior teacher, teachers on the team and pupils should be involved consistently in the process of evaluation. Formal and informal evaluation, objective and subjective, self-evaluation and the evaluation of others should be a continuous and cumulative process. Purposeful learning should result from such evaluation and should lead to adjustments and improvements in curriculum, in procedures, in techniques, in grouping procedures, in attitude and morale of teachers and students.

HOW MAY THE RESULTS OF THE EVALUATION BE USED?

The team teaching idea has been in practice for so short a time in so few communities that conclusive evidence of its effectiveness has not been accumulated. Preparation of this handbook, therefore, is one means of providing teachers with a concise operational plan which is highly functional and comprehensible for groups wishing to embark upon such a working organization. Its contents, we hope, will give faculties that sense of direction which would eliminate a great deal of the floundering experienced by the pioneers in this field. As part of the activities of the team program, evaluation may be used to point out the intrinsic values in team teaching; such as how the special abilities of teachers can be utilized, how increased guidance through team planning leads to teacher growth, how enriched learning experiences are provided for pupils, how children have access to excellent teaching, how the classroom program is better balanced, and how a greater variety of teaching materials is used more effectively. These results may also be instrumental in showing teachers a way of organizing a school, of utilizing resource people, and of using space and equipment so wisely that a new form of

cooperation among the staff will evolve. Having been properly aroused, the teachers then will be encouraged to test, try out one or more variations of the program in which they show special professional competence and develop educational leadership. These opportunities should result in increased motivation for continuous curriculum improvement and wiser cooperative planning. These factors will assist greatly in responding to the complex needs of a changing society.

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Contains good lists of assumptions, definitions of terms, hypotheses, and possible structures. After describing the operation of a team, responsibilities are itemized. In the latter, the expanding role of the principal is discussed. (Few other articles have examined this part of team teaching.)

Cahall, Wilson. "Team Teaching in the Elementary School," Grade Teacher, LXXVIII, (November, 1960), 62, 117, 122.

Emphasizes planning, specializing, and evaluating because today's school ".....has now grown to be so broad and so specialized that one teacher cannot carry it out satisfactorily."

"Critical Look at Team Teaching, A" The Instructor, LXXI, (October, 1961), 39-42.

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Goodlad, John I. "News and Comments," Elementary School Journal, 59, (October, 1958), 11-13.

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Goodlad, John I. and Rehage, Kenneth. "Unscrambling the Vocabulary of School Organization," NEA Journal, 51, (November, 1962), 34-26.

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A series of articles describes the successes of the Norwalk Plan in the use of several audio-visual devices. Overhead projectors, tapes, television, and the Controlled Reader share the spotlight with the teachers who work closely with Norwalk's Curriculum Materials Center. The need of free time - a result of team planning is emphasized in making valuable use of the mechanical devices.

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Langer, Howard J. "Team Teaching at Dundee," Scholastic Teacher, News Edition of Explorer, 12, (February 27, 1963).

Describes the team teaching experiment at Dundee Elementary School in Greenwich, Connecticut as a brand new concept which may change the face of education as we know it. The uniqueness of this program is the school's physical set up which is specifically designed for team teaching.

Merryman, Richard. "How We Drive Teachers To Quit," Life, 53, (November 16, 1962), 104-114.

At the conclusion of this article, the author describes team teaching as a "dramatic organization" and as a sound new technique to keep talented teachers in the profession.

Morse, Arthur D. "Open Minds and Flexible Schools," Saturday Review, XLIII, (September 17, 1960), 67-68, 90-92.

Contains a description of many possible team structures. Readers may question his premise that "....flexibility is impossible when all subjects are taught by one teacher to classes of uniform size all day."

Nason, Leslie J. "The Platoon System Comes to Education," The Evening Sun, (November 24, 1961), 26.

A layman's description of the organizational aspects of team teaching. Speaking of teams as schools within schools, this departmentalized picture of team action states that the purpose team teaching is to "....provide adequate attention to the individual child."

Norwalk Plan, The. Norwalk, Connecticut Board of Education, 93 pages.

*This first annual report of the team teaching plan in Norwalk is complete with definition, purposes, description, and statistics of achievement on the part of the boys and girls involved.

"Report on the Experiment in Team Teaching in the Elementary Schools," Baltimore School Board Minutes, (June, 1960).

A first year report in terms of purposes, evaluation, outcomes, and limitations of the project as carried out in five Baltimore Public Schools. Problems for future study are included in the brief report.

Shaplin, Judson T. "Team Teaching," Saturday Review, XLIV, (May 20, 1961), 54-55, 70.

Following a good definition and possible ways of organizing teams, the article includes among possible advantages better conditions for instruction and learning.

Time, Talent, and Teachers. Ford Foundation, 477 Madison Avenue, New York 22, New York, (1960), 43 pages.

*Descriptions and illustrations of Foundation team projects in action. Professional partnerships, flexible schools, and new teaching devices are vividly, if not critically, pictured in operation.

Yearbook, National Elementary Principal, Toward Improved School Organizations. XLI, (December, 1961).

In chapter form, attention is given to a relatively simple model and to a very complex model of team teaching.

*Pamphlets may be obtained by writing to the address indicated in the reference.